

MAULDIN ELEMENTARY

1194 Holland Rd.
Simpsonville, SC 29681

GRADES K-5 Elementary School

ENROLLMENT 933 Students

PRINCIPAL Ellen Knight 864-281-1260

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
32	29	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

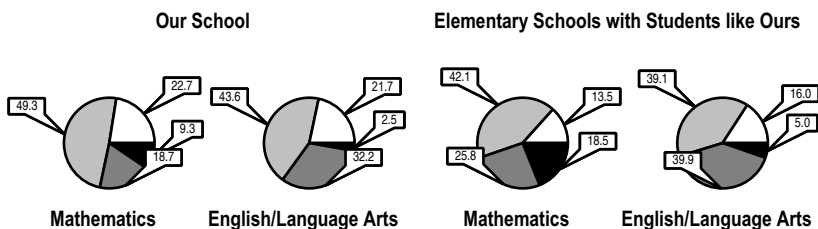
FOR MORE INFORMATION, VISIT WEBSITES AT:




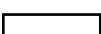
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	53	146	67
Percent satisfied with learning environment	94.1%	87.0%	80.6%
Percent satisfied with social and physical environment	96.2%	91.1%	66.2%
Percent satisfied with home-school relations	100.0%	91.8%	83.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	490	99.4	21.7	43.6	32.2	2.5	34.7	17.6
Gender								
Male	238	99.6	27.3	44.5	26.4	1.8	28.2	17.6
Female	252	99.2	16.3	42.7	37.9	3.1	41.0	17.6
Racial/Ethnic Group								
White	296	100.0	11.2	43.1	41.7	4.0	45.7	17.6
African-American	166	98.2	41.4	44.1	14.5	N/A	14.5	17.6
Asian/Pacific Islander	13	100.0	15.4	53.8	30.8	N/A	30.8	17.6
Hispanic	14	100.0	33.3	41.7	25.0	N/A	25.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	413	99.3	17.5	44.6	35.3	2.7	37.9	17.6
Disabled	77	100.0	44.3	38.6	15.7	1.4	17.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	490	99.4	21.7	43.6	32.2	2.5	34.7	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	485	99.4	21.5	43.7	32.4	2.5	34.8	17.6
Socio-Economic Status								
Subsidized meals	136	97.8	38.9	41.3	19.0	0.8	19.8	17.6
Full-pay meals	351	100.0	15.0	44.5	37.4	3.1	40.5	17.6

Mathematics								
All students	490	100.0	22.7	49.3	18.7	9.3	28.0	15.5
Gender								
Male	238	100.0	21.3	49.8	18.6	10.4	29.0	15.5
Female	252	100.0	24.0	48.9	18.8	8.3	27.1	15.5
Racial/Ethnic Group								
White	296	100.0	12.3	51.1	23.9	12.7	36.6	15.5
African-American	166	100.0	42.6	48.0	8.1	1.4	9.5	15.5
Asian/Pacific Islander	13	100.0	15.4	23.1	38.5	23.1	61.5	15.5
Hispanic	14	100.0	25.0	58.3	N/A	16.7	16.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	413	100.0	19.5	49.2	20.5	10.8	31.3	15.5
Disabled	77	100.0	40.0	50.0	8.6	1.4	10.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	490	100.0	22.7	49.3	18.7	9.3	28.0	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	485	100.0	22.5	49.7	18.7	9.2	27.9	15.5
Socio-Economic Status								
Subsidized meals	136	100.0	35.7	50.4	10.1	3.9	14.0	15.5
Full-pay meals	351	100.0	17.4	48.9	22.1	11.5	33.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	116	N/A	17.4	43.5	39.1	N/A	39.1
	Grade 4	105	N/A	13.3	47.6	36.2	2.9	39.0
	Grade 5	97	N/A	24.0	44.8	30.2	1.0	31.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	177	98.9	18.4	32.3	43.7	5.7	49.4
	Grade 4	162	99.4	23.0	48.0	28.4	0.7	29.1
	Grade 5	151	100.0	24.1	51.8	23.4	0.7	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	116	N/A	39.1	47.0	9.6	4.3	13.9
	Grade 4	105	N/A	25.7	43.8	18.1	12.4	30.5
	Grade 5	97	N/A	34.4	35.4	18.8	11.5	30.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	177	100.0	20.0	45.0	20.0	15.0	35.0
	Grade 4	162	100.0	23.5	54.4	16.8	5.4	22.1
	Grade 5	151	100.0	24.8	48.9	19.1	7.1	26.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 933)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Up from 1.5%	1.8%	2.4%
Attendance rate	96.9%	Up from 96.8%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	24.0%	Up from 20.1%	25.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.8%	Up from 7.3%	6.7%	8.0%
Older than usual for grade	0.5%	Up from 0.3%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	57.1%	Down from 59.5%	53.6%	50.0%
Continuing contract teachers	85.7%	Down from 97.3%	87.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.0%	Up from 90.0%	88.4%	86.2%
Teacher attendance rate	98.5%	Up from 98.1%	95.9%	95.3%
Average teacher salary	\$43,446	Up 3.1%	\$41,537	\$39,909
Prof. development days/teacher	7.8 days	Down from 8.0 days	10.2 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	21.9 to 1	Up from 20.9 to 1	20.3 to 1	18.9 to 1
Prime instructional time	95.2%	Up from 94.5%	91.0%	89.7%
Dollars spent per pupil*	\$4,509	Down 6.1%	\$5,354	\$5,892
Percent spent on teacher salaries*	71.4%	Up from 68.6%	68.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.7%	Up from 93.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Excitement and energy have characterized the 2002-2003 school year at Mauldin Elementary School, with moving into our new building in August 2002, and bringing together our new student body, faculty, and staff from several feeder schools. We celebrate our diverse student body of 960 students, with 31% African-Americans, 60% Caucasian, and 9% from various other ethnic backgrounds.

The faculty has written a new mission statement for the school: "The mission of Mauldin Elementary School, in cooperation with home and community, is to provide quality educational experiences that inspire students to believe they can achieve their dreams."

We are utilizing and enjoying the outstanding features of our new building: a science lab, a computer lab, a gym, a media production room, two interior courtyards, and an outdoor learning lab with a butterfly garden, weather stations, and a greenhouse.

Our PTA has raised money for two major sets of playground equipment installed throughout the year. We are also pleased to offer an extended day program.

Faculty and staff emphasize academic excellence and have high expectations for all students. The students also benefit from the many enrichment opportunities at the school: Book Buddies, a fully supported SEEDS program (reading enrichment), Math Superstars, Accelerated Reader, speech and resource classes, a stimulating Challenge program (for gifted and talented students), Chess Club, Chorus, an artist-in-residence program for fourth graders, and a budding author-in-residence program. The children look forward to the special field trips: the third graders go to Columbia for the day, the fourth graders go to Stone Mountain, Georgia, and the fifth graders go to Charleston for the day, as well as a separate 3-day trip to Camp Greenville for environmental education. Parents, teachers, and community members logged 22,957 volunteer hours throughout the 2002-2003 school year.

The hard work and inspiration of our teachers and parent leadership have been recognized by: South Carolina PTA for 100% membership, The South Carolina Chapter of the National School Public Relations Association with an Award of Merit for our Web site, and the Webmaster's Choice Award, Bronze winner, from the School District of Greenville County.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.